

Experience how the core of our state, the capital city helped forge a greater North Carolina!

Elementary:

“Raleigh Then, Raleigh Now, Raleigh Next”

- Raleigh Then: Touring the museum students learn about the history of Raleigh, and how the city has changed over time.
- Raleigh Now: Students explore Fayetteville Street providing the opportunity to compare the 4 story Brigg’s hardware building to the city’s current largest skyscraper at 33 stories.
- Raleigh Next: Before students leave they become the city designer.
- This program is designed to encourage critical thinking and transcend Raleigh to foster an understanding of all cities, both big and small.

NC DPI Essential Standards

- 3.H.1:** Understand how events, individuals and ideas have influenced the history of local and regional communities.
- 3.H.2:** Use historical thinking skills to understand the context of events, people, and places.
- 3.C&G.1:** Understand the development, structure, and function of local government.
- 3.C&G.2:** Understand how citizens participate in their communities.
- 4.H.1:** Analyze the chronology of key historical events in North Carolina history.
- 4.H.2:** Understand how notable structures, symbols and place names are significant to North Carolina.
- 4.G.1:** Understand how human, environmental and technological factors affect the growth and development of North Carolina.
- 5.G.1:** Understand how human activity has and continues to shape the United States.

Middle/High:

“Reconstructing Raleigh: Jim Crow and the Civil Rights Movement”

- Jim Crow: Students tour the Pope House built in 1901 and learn about the Jim Crow Era through the eyes of Dr. Manassa Thomas Pope; the only African American man to run for mayor of a southern capital in the midst of the Jim Crow Era.
- Civil Rights Movement: In the museum’s Civil Rights Movement exhibit students explore citizens such as Wake County Native and Tuskegee Airman Herald Webb to larger organizations such as the Student Non-Violent Coordinating Committee at Shaw.

NC DPI Essential Standards

- Civics and Government & American History II:**
- CE.C&G.4:** Understand how democracy depends upon the active participation of citizens.
- AH2.H.1.3:** Use Historical Analysis and Interpretation to identify issues and problems of the past, consider multiple perspectives of various peoples of the past., analyze cause-and-effect relationships and multiple causation, evaluate competing historical narratives and debates among historians, and evaluate the influence of the past on contemporary issues.
- AH2.H.2:** Analyze key political, economic and social turning points in American History using historical thinking.
- AH2.H.4:** Analyze how conflict and compromise have shaped politics, economics and culture in the United States.

Logistics:

- Reservations required for school groups and should be made as far in advance as possible.
- No cost for school programs.
- Our facilities are handicap accessible.
- Maximum number of students we accommodate at one time is **75**.
- Groups should allow approximately 2 hours for their visit.
- Parks and the State Capital grounds within a block of the museum suitable for picnicking.



For inquiries contact :
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